

УДК: 378:37.01/09:004**ОКСАНА ШУПТА,***кандидат педагогічних наук, доцент**(Україна, Хмельницький, Хмельницький національний університет)***OKSANA SHUPTA,***candidate of pedagogical sciences, assistant professor**(Ukraine, Khmelnytskyi, Khmelnytskyi National University)***orcid.org/0000-0001-6777-8755****Вплив інформатизації суспільства на розвиток професійної підготовки майбутніх перекладачів в сучасному університеті****The Society Informatization Impact on the Professional Training of Future Interpreters in the Modern University**

У даній статті автор аналізує особливості інформаційного суспільства і підготовку майбутніх перекладачів в умовах сучасного університету. Описується використання у педагогічній практиці електронних засобів навчання та інформаційних технологій навчання у вищих навчальних закладах. У статті визначається, що інформатизація суспільства – це високоорганізований соціально-економічний і науково-технічний процес розробки та створення сприятливих умов для задоволення інформаційних потреб суспільства завдяки використанню інформаційних ресурсів. Його головна драйвера цифрові інформаційні і комунікаційні технології, які спричинили за собою інформаційний вибух, і докорінно змінює всі аспекти соціальної організації, включаючи економіку, освіту, охорону здоров'я, боротьба, держава і демократія. У статті описуються онлайн-курси з вивчення перекладу та англійської мови для студентів ефективно функціонують у системі професійної освіти, в тому числі майбутнім перекладачам, надаючи можливість підвищити рівень володіння англійською мовою.

Ключові слова: інформаційне суспільство, інформаційні технології, підготовка майбутніх перекладачів, вища освіта, сучасні університети.

In this article the author analyzes the features of information society, and training of future translators in modern universities. The use of electronic learning and teaching technologies in formal educational settings, in a variety of formats, is, and has been, a common teaching practice. The development of the Internet and the explosion of the World Wide Web have influenced all aspects of modern society including learning. Increasingly the perceived benefits of using these networked technologies in learning activities are being exploited within all curricula areas. A key question to be addressed is what are the educational impacts of this increased use of online learning on the educational experiences of learners? The purpose of this paper is to report on the development of a learning environment instrument designed to investigate the online learning experiences of learners in an efficient and economical way. An information society is decided like a society where the creation, distribution, uses, integration and manipulation of information is a significant economic, political, and cultural activity. Its main driver are digital information and communication technologies, which have resulted in an information explosion and are profoundly changing all aspects of social organization, including the economy, education, health, warfare, government and democracy. The People who have the means to partake in this form of society are sometimes called digital citizens. This is one of many dozen labels that have been identified to suggest that humans are entering a new phase of society. Developed online courses for the study of translation and English language for students function effectively in the vocational training system, providing the audience an opportunity in the workplace without departing from the main activity to raise the level of English proficiency of a professional orientation.

Key words: information society, information technologies, translators training, higher education, modern universities.

I. Introduction and Problem... Internet technologies and intelligent computer systems open exciting prospects for future generations. They allow speaking of global knowledge which goes beyond local and original contexts. This knowledge is generated by the global collective intelligence and belongs to the different countries. They are characterized by a variety of sources, based on the global information infrastructure and depend on such priority spheres of human activity as science and technology, politics and economics, culture and education.

The processes of social development globalization, the transition from the national information structures led to the increasing of the role of: individual, personality, modern Informatics, computing

and telecommunications, boosted the growth of personal communication and uncontrolled information perception. Scholars have rightly pointed out that «the practice of formation of information society in different countries testifies to the nationwide success of this process, which depends primarily on the effectiveness of educational Informatization» [4].

II. Methodology... Information Society is a term for a society in which the creation, distribution, and manipulation of information has become the most significant economic and cultural activity. An Information Society may be contrasted with societies in which the economic underpinning is primarily Industrial or Agrarian. The machine tools of the Information Society are computers and telecommunications, rather than lathes or ploughs (Margaret Rouse 2005) .

The idea of a global Information Society can be viewed in relation to Marshall McLuhan's prediction that the communications media would transform the world into a «global village».

Translation can be defined in a nutshell as conveying understanding. Its usefulness stems from the fact that a speaker's meaning is best expressed in his or her native tongue but is best understood in the languages of the listeners. In addition, the respect shown by addressing an interlocutor in that person's own language is conducive to successful diplomacy or negotiation. The translator relies mainly on thorough research with background materials and dictionaries in order to produce the most accurate and readable written translation possible. The interpreter relies mainly on the ability to get the gist of the message across to the target audience on the spot (James Nolan 2005).

In their studies Gikandi, Morrow & Davis (2011) state that assessment (whether formative or summative) in online learning contexts includes distinctive characteristics in comparison with face-to-face contexts, especially due to the asynchronous nature of the participant's interactivity. Therefore, educators must rethink pedagogy in virtual settings in order to achieve effective formative assessment strategies [10].

III. Aims of the article... The main purpose of the article is determination of the modern society Informatization level. It is examined the influence of information society on the training of future translators in modern universities.

III. Results And Discussion... One of the characteristic phenomena which are present in modern society is the «information explosion» that is constantly growing. Only in 2005 the international community will produce more than 20,000 terabytes of scientific, economic, political and other information. The necessity to understand this phenomenon has prompted the UN to launch The World Summit on the Information Society (WSIS) in Geneva (December 2003) and Tunis (November 2005). The Geneva meeting brought together representatives from 172 countries and 20 international organizations. The Declaration of Principles and Action Programme adopted on this meeting became the main «skeleton» of the global information society on the beginning of XXI century. like For the next stage of the meeting in Tunis are preparing such authoritative international organizations as The International Communications Union (ITU), UNESCO, The International Council for Science (ICSU), The Committee on Data for Science and Technology (CODATA), The International Council for Scientific and Technical Information (ICSTI), The International Network availability publications (INASP), The International Federation for information processing (IFIP), The Institution Of Analysts and Programmers (IAP), the World Academy of Sciences in developing countries (TWAS), and others. The professional societies, specialists, scientists and public figures from the majority of countries through their national committees are elaborating new ideas and approaches to the development of the information society. Thus, according to the INASP report, the number of scientific publications on this issue, for the last three years has increased by seven times [2].

The place and role of any country in the world community is related to its ability to produce, consume and apply new knowledge and technologies. These processes are directly dependent on four components: science, education, manufacturing and business, the main tools for which are information and communication technologies (ICT). At the turn of XX and XXI centuries the concepts of information and knowledge-based society were rapidly changing: the communication society, the information society, the society built on knowledge.

For the communication society in 80's – early 90-ies of the past century was typical: the transformation of important information for people into digital form, the creation of large storage facilities for its storage (databases and knowledge bases), its transfer to a distance using telecommunications technology and the beginning of development of the global computer network - the Internet. This stage can be related to the emergence of a qualitatively new interaction between people, which is called «e-society», «e-country», «e-government», etc.

The Information Society acquired its development in the second half of the 90-ies of the last century. The Information began to play the role of goods that can be bought and sold. But it has not yet become knowledge, it just processed before the use like «raw». In other words, the information did not have a human dimension, even if it was «digitized», interactive and dynamic [7].

The knowledge-based society naturally arose from two previous, relatively short phases, combining its main product - ICT - with human and creative component. In other words: the communication and information society are based on technology, the knowledge-based society - on creative people armed with technologies.

In this society knowledge has the following features:

1. It is linked to human dimension, it is created, developed by people and connected with what people think and do.

2. The knowledge that is produced by creative people is a commodity that can be bought, stored, distributed, sold and exchanged. But this is a product that is constantly changing and enriching.

3. New global knowledge is changing the configuration of geopolitical spheres of influence in the world. Some countries and large companies are able to create new knowledge, protect and sell it, others are mainly the users of other people's knowledge. The new alliances, territories, powerful authorities are emerging and grouping in order to develop and possess the global knowledge (for example, 45 countries that participate in the Bologna Process, the EU, etc.).

4. The knowledge is no longer possible to define in the terms of classical disciplines - mathematics, physics, biology, astronomy, literature, history and so on. The new knowledge becomes more complex, problem-focused and interdisciplinary. The problems that should be solved with its use are more complex and interconnected.

5. The knowledge is both individual and collective. Traditionally, the discovering of the world was based on individual scientific achievements. In a society built on knowledge, a collective mind becomes increasingly important in the study of the outside world. The ICT at the same time allow to create a single virtual space for collaboration and joint actions of researchers groups from all over the world, united by a common goal to solve various problems.

6. The knowledge acquires synergistic nature. The Collective mind that is formed as a result of this activity is not a simple sum of individual intellectual contributions of researchers. In this case, there is, figuratively speaking, «value added» of collective mind that appears due to the huge number of researchers interactions. Therefore, the knowledge elaborated this way is public, they can not belong to some individual.

7. The process of creation and distribution of new knowledge has network character. The traditional pyramids and power verticals are fundamentally not typical to this new type of society. Its main elements are the nodes (individuals, groups, institutions and organizations) and branches that embody the connections between nodes and are developing naturally and randomly. As a result, the branched networks of people, institutions and organizations are formed (without borders), where occurs the creation and exchange of new knowledge, manufacture of intellectual products (such as software), financial transactions, cultural exchanges and a huge amount of other types of interaction between people [10].

For the training of future interpreters in information environment of modern University should be used programs:

- to study the various aspects of language: phonetics, vocabulary, grammar;
- allowing the formation of skills in various types of speech activity: reading, writing, speaking, listening;
- designed to develop language, speech and communicative competence of students;
- of language and culture education;
- of intermediate and game orientation [9].

Modern databases and knowledge bases in various branches of science act as a giant «storage» for endless facts and basic truths, and global computer networks are becoming powerful tools for high-speed access to them from any part of the world. Under these conditions, the methodology and principles of organization of modern science acquire qualitatively new features that will be discussed at the Tunis meeting. The main ones are:

1. The role of methodological, systematic, interdisciplinary human knowledge necessary for efficient operation with a variety of skills and huge amounts of data while solving new unconventional problems is growing. The most important place is given to analytical skills scientist or teacher, of its ability to accurately formulate problems and hypotheses, to see in huge data set certain patterns, to find the solution of complex interdisciplinary problems.

2. The important role is played by the researcher's ability to operate with a new type of information – Metadata – Large arrays, clusters standardized on a particular feature of data and knowledge, to search and separate metadata from global information resources, to integrally analyze this metadata while conducting researches and solving new problems.

3. The new challenge for science is to provide public access to the data that reflect the general facts of nature or social development. Recently, new legal publicly funded protectionist mechanisms of

commercialize research are spreading, as well as the mechanisms of copyright protection of digital information and mechanisms of process control over the access to digital data in case of contractual restrictions and more. The gains and losses from these phenomena should be deeply studied by international professional community and balanced with the interests of science and considerations practical expediency.

4. The scientific databases are not always static. During their research, scientists often turn to different sources to create a new database designed for a particular research. The synthesis of data from different sources offers new possibilities in understanding of nature and is an essential part of the scientific process. It is important that the marginal cost of any copy of the information obtained from the Internet, has decreased to almost zero, which simplifies the synthesis of data from different sources.

5. Also important are the new networking principles of modern science and the formation of virtual communities based on supranational and public interests of new knowledge. They are known as public movement of «open source». According to these same principles, new public and charity funds supporting this activity called «public scientific information commons» began to be established.

6. During the transition from printed to digital environments the principle of universal accessibility to scientific publications has been violated. Today in the world (according to IASP), approximately 40% of all publications are open, to the rest 60% there is a limited access. Thanks to the activity of many international organizations on the Internet, there is a free access to more than 1,300 journals, including the funds of the International scientific Public Library (Public Library of Science) and the Biomedical central portal (BioMed Central).

7. For modern science it is important to save the data and information that is endangered. These data either do not exist in digital form or are recorded on a medium that can be corrupted or destroyed. The Scientists should make an inventory of rare data, register them in the White Book and determine the priorities of their saving.

8. The archive storage of scientific data and information is also important. In some areas of science the archive storage is practiced but this is not a common practice. There is a difference between the centers of scientific information, providing quick access to data and archives providing their permanent storage. The scientific community should offer a network of international archives, principles of their work and cooperation, ways to reduce the cost of archiving data.

9. The collection, preparation, distribution and permanent archiving of scientific information led to the emergence of a new activity - management of data. The national and international institutions, professional societies, and individual companies started to use it.

10. The ease of combining and integrating of electronic data from various sources on the other hand, makes relevant the protection and confidentiality of scientific data at the individual, national and corporate levels. The international organizations should analyze ethical and regulatory aspects of this problem and suggest changes to the national legislation. Data Integrity and Protection should be harmonized with the principles of free access to them in the context of data management procedures [6].

A society built on knowledge and information is making significant qualitative changes in the methodology and content of modern education. In the context of these changes education acquires several dimensions:

1. Education is for the society based on knowledge and information. Being its active member, the ability to use its benefits can only people who have the appropriate education and are able to constantly update it in accordance with the rapid development of ICT.

2. Education in a society built on knowledge and information. Those who Are studying in this society with its techniques and technologies, gradually breaking from the traditional categories of students or pupils gaining the status of its citizens, providing supranational approach to ethnic, religious and other differences of people, global human ethics, tolerance, solidarity, equal human dignity and others.

3. The society of a new type is changing the mission, role and sphere of both educational institutions and teachers. The methodology and education policy can no longer rely on rapid technological changes that was typical for industrial society. Ideologically they should be directed to the rethinking of the basic paradigms and concepts of nature providing an advance of its technological development.

4. The system of relations between those who teach and those who are taught is changing. The new educational pedagogy is emerging. Beyond the teacher there is a direct access of learners to knowledge, data and information. The teacher remaining the protagonist acquires the role of «navigator» interpreter of new knowledge for learners forming their individual educational trajectory. The pedagogical component and teacher training for a new creative model, rather than reproductive, becomes the central problem of educational policy [3].

Conclusions... Thus, the formation of information society requires new forms of education, development of different types of students' competencies, especially information, their versatile

development and continuous improvement of knowledge and skills.

Important components of future of the translators computer skills are the abilities to choose and formulate the goal, to build information model of the studied processes and phenomena, to carry out translation and editing of texts, preparation of study materials, search of information using modern ICT tools (databases, multimedia, hypertext and hypermedia tools, the Internet and other means of collection, storage, processing, transfer, display information).

It is important to formulate and develop the ability to organize, to systematize, to structure data and knowledge, understanding the essence of information modeling, methods of data representation and knowledge (tables, texts, thesauruses, encyclopedias, semantic networks, rules of inference, etc.) [44]. Simplicity and ease of PC usage is essential in overcoming the psychological barrier that occurs when learning the basics of ICT of future translators, on the way of mastering new information technologies.

Future aspects of our research are the development and implementation of electronic textbooks for future translators distance training in educational process of modern universities.

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